



Moving the Goalposts:

The Potential Effects of Changes in the University of California's Admissions Requirements

The University of California is changing its eligibility requirements to bring the proportion of high school graduates eligible for admission closer to the figure recommended in the state's Master Plan for Higher Education.

The Commission examined three scenarios for changing eligibility requirements and found that there are wide differences in the way the changes will affect the racial composition of the eligibility pool.

This is one of a series of Commission reports on eligibility issues. Future reports will address issues such as the effect of changes in the California State University's admission requirements and the characteristics of high school graduates who narrowly miss becoming eligible.

Contents

Eligibility Requirements	4
Adjusting Eligibility Requirements	5
Details of Analysis	10
References	16

The Postsecondary Education Commission is a citizen board established to coordinate the efforts of California's colleges and universities and to provide independent analysis and recommendations to the Governor and Legislature. More information on the Commission, including links to Commission publications, is available at www.cpec.ca.gov.

Draft Commission Report

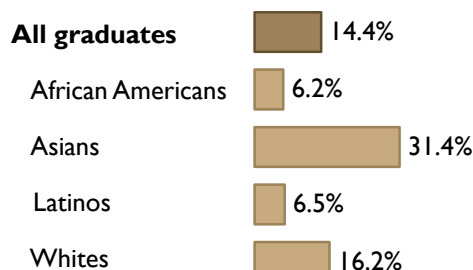
Executive Summary

The California Postsecondary Education Commission's most recent University Eligibility Study showed that the proportion of high school graduates eligible for admission to the University of California is higher than recommended in the state's Master Plan for Higher Education. The Master Plan recommended that UC select its freshmen from the top 12.5% of California public high school graduates. The Commission's study (see *References*, back page) found that 14.4% of the public high school graduating class of 2003 met the UC's admission requirements.

UC has adjusted its admission requirements to bring its eligibility rate closer to the Master Plan recommendation. The way that these changes will affect different racial and ethnic groups is a major concern. Eligibility rates for Latino and African American graduates have improved since the Commission's previous study in 1996, but are still substantially lower than the rates for Asians and Whites. Any changes in requirements are likely to reverse the gains of recent years.

Eligibility for UC is based on high school coursework, grades, and scores on the SAT and ACT.

Eligibility Rates from the 2003 Study



Master Plan recommendation 12.5%

The overall rate is higher than the Master Plan recommendation, but rates differ widely between ethnic groups

Raising standards to reduce the proportion of high school graduates who are eligible is not simply a matter of raising the bar. There are many ways of making requirements more stringent and each will affect the eligibility pool differently.

In order to show the effect of individual factors on the eligibility pool, the Commission examined three scenarios for tightening eligibility requirements. The Commission compared the effects of raising the minimum GPA, raising test scores, and shifting the entire eligibility Index Line by raising both the grades and test scores required for admission.

Raising GPA

Raising GPA would have the most moderate variation in impacts on different ethnic groups. African American and Latino graduates are affected more than Asians and Whites, but the differences are not as great as in the other two scenarios. When the minimum GPA is raised to cut the overall eligibility rate to 12.5%, about 19% of the African-American graduates who were eligible under the 2003 requirements would become ineligible. This scenario has a similar effect on Latino graduates. Impacts on Asian and White graduates are somewhat less, with 12–13% of these graduates losing their eligibility.

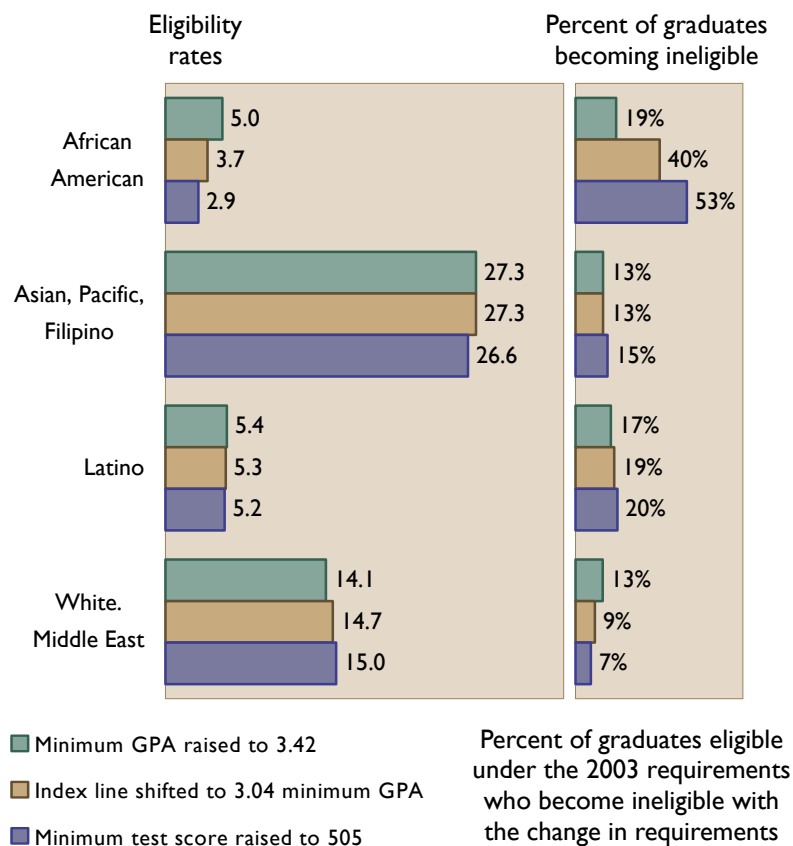
Raising Test Scores

Limiting eligibility by raising the minimum test scores required would affect the eligibility pool very differently. African Americans would be hard hit, with over half of those eligible in 2003 becoming in-

eligible. In contrast, only 7% of White graduates would lose their eligibility under this scenario. Impacts on Asian and Latino graduates are slightly higher than when GPA is raised.

Eligibility Rates Under Different Scenarios

Changes in requirements that reduce the rate for all graduates to 12.5%



Shifting the Index Line

Limiting eligibility by shifting the entire eligibility Index Line is a middle ground, but would still widen the eligibility gap between racial and ethnic groups. The impact on African Americans is lower than when test scores are raised, but still much more than impacts on other racial and ethnic groups. Impacts on Asian and Latino graduates are about the same as when the minimum GPA is raised.

Implications

The differences in the impacts of the scenarios show that changes in eligibility requirements can have a wide variety of impacts on the eligibility pool. The choice of how to make requirements more stringent must balance the need to maintain equity with the need to

select students who are likely to succeed at the University.

Although raising GPA has the most moderate variation in impacts across ethnic groups, it might not necessarily be the most equitable way to limit eligibility. Without any other changes, the minimum GPA would have to be raised from 2.8 to 3.42 to cut the overall eligibility rate to 12.5%. This would be a barrier for students with lower grades and would not allow them to compensate with strong test scores.

The 2003 study sample included a significant number of Asians who had GPAs below 3.4, but very good test scores. Some of these students meet the requirements for Eligibility by Examination Alone, but most do not. These students would be denied access to UC by a change in admission requirements that attempted to bring the eligibility rate down to the Master Plan recommendation simply by increasing the minimum GPA.

UC has emphasized grades, rather than test scores, in its recent changes to eligibility requirements. In July 2004, UC switched from a *best-of-pattern* GPA to an *all-courses* GPA for determining eligibility (see sidebar). The Commission's analysis of the eligibility study data shows that this change has the same effect on the overall eligibility rate as raising the best-of-pattern GPA from 2.8 to 3.2.

The change to a best-of-pattern GPA effectively raises the floor on GPA by nearly half a grade. Making this change without raising test score requirements gives more weight to grades in determining eligibility.

Placing less emphasis on test scores is not a change that should be taken lightly. Although UC research shows that test scores are a weaker predictor of success than grades, test scores are an important indicator of an applicant's ability. Test scores are an anchor against variations in grading standards from school to school. Making eligibility requirements more dependent on grades might put pressure on schools to relax their grading standards, and might encourage students to take less challenging courses. Tests measure students against an outside standard and are an important complement to grades in determining readiness for a university education.

Recent Changes to UC's Eligibility Requirements

The University of California has responded to the 2003 Eligibility Study by making its eligibility requirements more stringent.

In July 2004, the Board of Regents approved two changes in UC's eligibility requirements. These changes will be effective for students entering in Fall 2005.

First, students identified as *Eligible in the Local Context* (ELC) will be required to complete the course pattern and take the tests required of other applicants.

Second, for students seeking *Eligibility in the Statewide Context*, UC will change the method used to calculate GPA. Instead of using the *best-of-pattern* GPA, calculated from the applicant's best grades in the required course pattern, UC will use an *all-courses* GPA, based on all college preparatory courses taken in grades 10 and 11.

UC's analysis (see *References*) shows that these changes will cut the UC eligibility rate from 14.4% to 13%. Most of this change is the result of the more restrictive conditions for ELC students. By itself, the change to an all-courses GPA reduces the eligibility rate by an estimated 0.5 of a percentage point.

UC is considering further changes, including a proposal to raise the minimum GPA to 3.1 from its current level of 2.8.

Eligibility Requirements

Eligibility for freshmen admission is based on courses completed at high school, and scores on the SAT or ACT tests. Different requirements apply to students transferring from community colleges. UC also admits some students under special admission or admission by exception. These include athletes, students with exceptional talent in the fine arts, and students who are educationally or economically disadvantaged. These students are not included in the eligibility estimates in this report.

Coursework and Test Scores

To be *Eligible in the Statewide Context* (ESC), a student must have completed a required pattern of high school courses and achieved a sufficiently high grade point average (GPA). The subject requirements for this coursework, known as the *a–g* requirements, are now the same for the University of California and the California State University.

The score needed on the SAT or ACT depends on the student’s GPA. The *Index Line* on the graph, right, shows this relationship. Students with a GPA of 3.5 or higher need an average score of 390. The stepped part of the Index Line shows how the required score increases as GPA decreases, reaching 580 for students with GPAs below 2.85. Students with a GPA below 2.8 are not eligible for admission.

Until 2004, UC used a best-of-pattern GPA when determining eligibility. The GPA was based on the applicant’s best grades in the courses meeting the *a–g* requirements. When an applicant took more *a–g* courses than needed to meet the coursework requirement, poorer grades could be omitted from the calculation. In July 2004, UC adopted a different way of calculating GPA, in which all grades in *a–g* courses taken in grades 10–12 would be used in the calculation.

Other Paths to Eligibility

UC has two other paths to eligibility. Under *Eligibility in the Local Context* (ELC), high school juniors in the top 4% of their class are eligible, regardless of their test scores and senior year grades. These students must have completed 11 of the required 15 *a–g* units by the end of their junior year.

UC identifies these students by asking high schools to provide transcripts for the top 10–12% of their juniors.

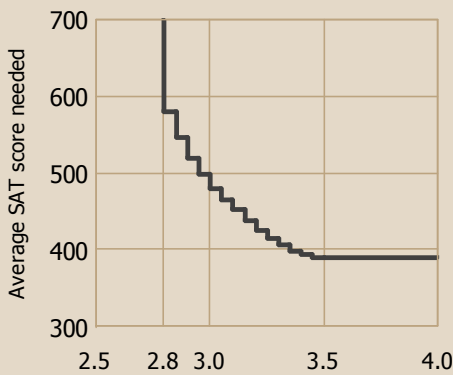
UC reviews the transcripts to check if the student has completed the required coursework and identify the top 4% according to UC’s criteria on how students should be ranked. Until 2004, juniors identified as ELC could be admitted without completing the courses required of ELC students.

Under *Eligibility by Examination Alone*, a student without the required coursework is eligible with a sufficiently high score on the SAT or ACT. The student must have an average SAT I score of 700 or an ACT score of 31, and have an average score of 586 in the three SAT II subject tests, with no score lower than 530.

Subject Requirements

Subject	Years required	
a. History and social science	2	
b. English	4	
c. Mathematics	3	
d. Laboratory science	2	7 of these 15 units must be taken in the junior and senior years
e. Foreign language	2	
f. Visual and performing arts	1	
g. College preparatory electives	1	

Index Line for UC, 2003



Students with a combination of GPA and test scores that places them to the upper right of the line are eligible.

A students’ average SAT score is defined as:

$$\frac{[\text{SAT I math+verbal} + 2 \times (\text{SAT II writing} + \text{SAT II math} + \text{third SAT II})]}{8}$$

ACT scores can be converted to an SAT I equivalent.

Adjusting Eligibility Requirements

Eligibility for UC depends on courses, grades, and test scores. To be statewide eligible, or *Eligible in the Statewide Context* (ESC), an applicant must have completed a required pattern of high school courses with a sufficiently high grade point average (GPA) and have achieved a qualifying score on the SAT or ACT. Students in the top 4% of their high school class are *Eligible in the Local Context* (ELC), provided they meet certain requirements. Graduates without the required courses and grades can be *Eligible by Examination Alone*. More details of these three paths are in *Eligibility Requirements* on page 4.

The Scenarios

Because eligibility depends on a variety of factors, and UC has three paths to eligibility, there are many ways that requirements could be made more stringent. Each has a different effect on the eligibility pool. To show the effect of individual factors, the Commission examined three scenarios where the only change was to make the requirements for statewide eligibility more stringent by changing grade and test score requirements. No changes were made to the courses required, the method of calculating GPA, or to the number and type of tests required. The requirements for ELC and Eligibility by Examination Alone were left unchanged.

In the first scenario, the minimum GPA required is raised. On the graph, this change is shown by shifting the vertical part of the index line to the right. In the second scenario, the minimum test score required for admission is raised, shown graphically by moving the horizontal part of the index line upward. In the third scenario, the minimum GPA and the minimum test score are both raised, shifting the index line to the upper right.

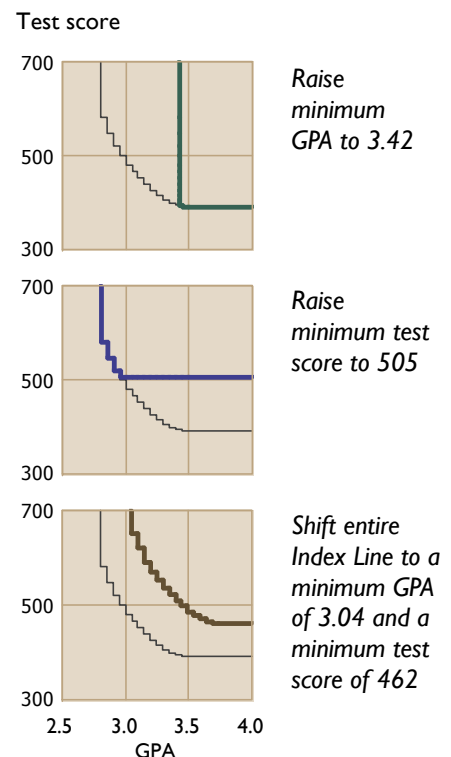
For each scenario, the Commission used the data from the 2003 Eligibility Study to estimate the change in requirements needed to cut the overall eligibility rate to the Master Plan recommendation of 12.5%.

Effect on Racial and Ethnic Groups

The eligibility study data was used to assess the effect of these changes on the 2003 graduating class. Under all scenarios, the more stringent requirements affect African-American and Latino graduates more than Asian and White graduates. Raising the floor on GPA has the most moderate impact across ethnic groups. The eligibility rate for African Americans falls from 6.2% to 5.0% and the eligibility rate for Latino graduates falls by a similar amount (see table, next page).

Although the absolute change in the eligibility rate for African Americans may appear small—only 1.2 percentage points—it has a severe impact on eligible graduates. A more revealing measure of how each scenario affects ethnic groups is the percentage of eligible graduates who become ineligible when requirements are made more stringent.

Scenarios for Changes in Eligibility Requirements



Eligibility Rates Under the Three Scenarios

	All graduates	African American	Asian	Latino	White
Eligible under 2003 requirements	14.4%	6.2%	31.4%	6.5%	16.2%
Minimum GPA raised to 3.42					
Remains eligible	12.4%	5.0%	27.3%	5.4%	14.1%
—Becomes ELC	r	—	r	r	—
—Becomes eligible by exam	r	—	0.2	—	—
Becomes ineligible	1.9	1.2	4.1	1.0	2.0
Minimum test score raised to 505					
Remains eligible	12.5%	2.9%	26.6%	5.2%	15.0%
—Becomes ELC	0.3	r	0.6	0.2	0.2
Becomes ineligible	2.0	3.3	4.5	1.2	1.2
Index line shifted to 3.04 minimum GPA					
Remains eligible	12.5%	3.7%	27.3%	5.3%	14.7%
—Becomes ELC	0.1	r	0.4	0.1	0.1
—Becomes eligible by exam	—	—	—	—	—
Becomes ineligible	1.9	2.5	3.9	1.2	1.5

Number of graduates remaining eligible and becoming ineligible

	All graduates	African American	Asian	Latino	White
Eligible under 2003 requirements	48,400	1,500	15,200	7,400	23,100
Minimum GPA raised to 3.42					
Remains eligible	41,800	1,200	13,200	6,200	20,200
—Becomes ELC	r	—	r	r	—
—Becomes eligible by exam	100	—	100	—	—
Becomes ineligible	6,500	300	2,000	1,200	2,900
Minimum test score raised to 505					
Remains eligible	41,800	700	12,900	5,900	21,400
—Becomes ELC	900	r	300	200	300
Becomes ineligible	6,600	800	2,200	1,400	1,700
Index line shifted to 3.04 minimum GPA					
Remains eligible	42,000	900	13,200	6,000	21,000
—Becomes ELC	500	r	200	100	200
—Becomes eligible by exam	—	—	—	—	—
Becomes ineligible	6,300	600	1,900	1,400	2,100

Notes

r—Estimate is greater than zero, but rounds to zero.

Eligibility rates are rounded to the nearest 0.1%. Number of graduates are rounded to the nearest 100. Columns may not add because of independent rounding.

Differences of less than 0.2% in eligibility rates and less than 200 in the estimated number of graduates are not significant.

More details of results are on pages 12–15.

Under the 2003 requirements, 1,500 African American graduates are eligible for UC. Of these, 300, or about 19 percent, would lose their eligibility when the floor on GPA is raised. Similar percentages for other ethnic groups are shown on the graph on page 2. About 17 percent of eligible Latinos would lose their eligibility when the floor on GPA is raised, but only 13 percent of Whites and Asians would become ineligible.

Raising the floor on test scores has a severe impact on African Americans. Over half of the graduates eligible in 2003 would lose their eligibility under this scenario. Impacts on Latinos and Asians are more moderate with about 20 percent of eligible Latino graduates and 15 percent of eligible Asian graduates becoming ineligible.

Raising test scores affects White graduates less than raising the GPA requirement. This is the opposite of the effect on other ethnic groups, which are affected more by raised test scores than raised GPAs.

Some insight into the reason for this outcome is given by the graphs on page 9. The graphs show the grades and test scores of the graduates in the study sample who were Eligible in the Statewide Context. White graduates' test scores are clustered more tightly around the middle range than those for other racial and ethnic groups. As a result, only 7 percent of White graduates become ineligible when the floor on test scores is raised.

Shifting the entire Index Line has about the same affect on Latinos as raising the floor on GPA. For the other racial and ethnic groups, impacts lie between those of the other two scenarios.

Eligibility Under Other Paths

Some graduates become eligible by another path when they lose their statewide eligibility as a result of the more stringent grade and test score requirements. The ELC program helps about 900 graduates retain their eligibility when the minimum test score is raised to 505. When the entire Index Line is shifted, about 500 graduates losing their statewide eligibility become ELC.

The ELC program is not a significant factor in retaining eligibility, because most of the graduates who are Eligible in the Statewide Context and who also meet the requirements for ELC are well away from the Index Line. These graduates—shown by the red dots on the graphs on page 9—are not affected when requirements are changed to reduce overall eligibility to 12.5%.

The main effect of the ELC program is to help some Latinos and, to a lesser extent, Asians remain eligible when they lose their statewide eligibility. For example, when the floor on test scores is raised, about 200 Latino graduates, or about 3 percent of those eligible under the 2003 requirements, retain their eligibility because of ELC. The graphs show

Overlapping Categories of Eligibility

UC has three paths to eligibility, so some high school graduates may be eligible under two, or even all three, paths. For example, a graduate with the grades and test scores to be Eligible in the Statewide Context may be in the top 4% of his high school and also be Eligible in the Local Context.

Eligibility is usually reported in mutually exclusive categories as follows:

Eligible in the Statewide Context (ESC).

This category consists of all graduates who meet the requirements for this path. Some of these graduates may also meet the requirements to be Eligible in the Local Context or Eligible by Examination Alone.

Eligible in the Local Context (ELC).

This category consists of graduates who are not ESC, but who meet the requirements for Eligibility in the Local Context. Some of these graduates may meet the requirements for Eligibility by Examination Alone.

Eligible by Examination Alone.

This category consists of graduates who are not ESC or ELC but who meet the requirements for Eligibility by Examination Alone.

Of the 14.4% of high school graduates eligible for UC in 2003, about 13.3% were ESC, 1% were ELC and about 0.1% were Eligible by Examination Alone.

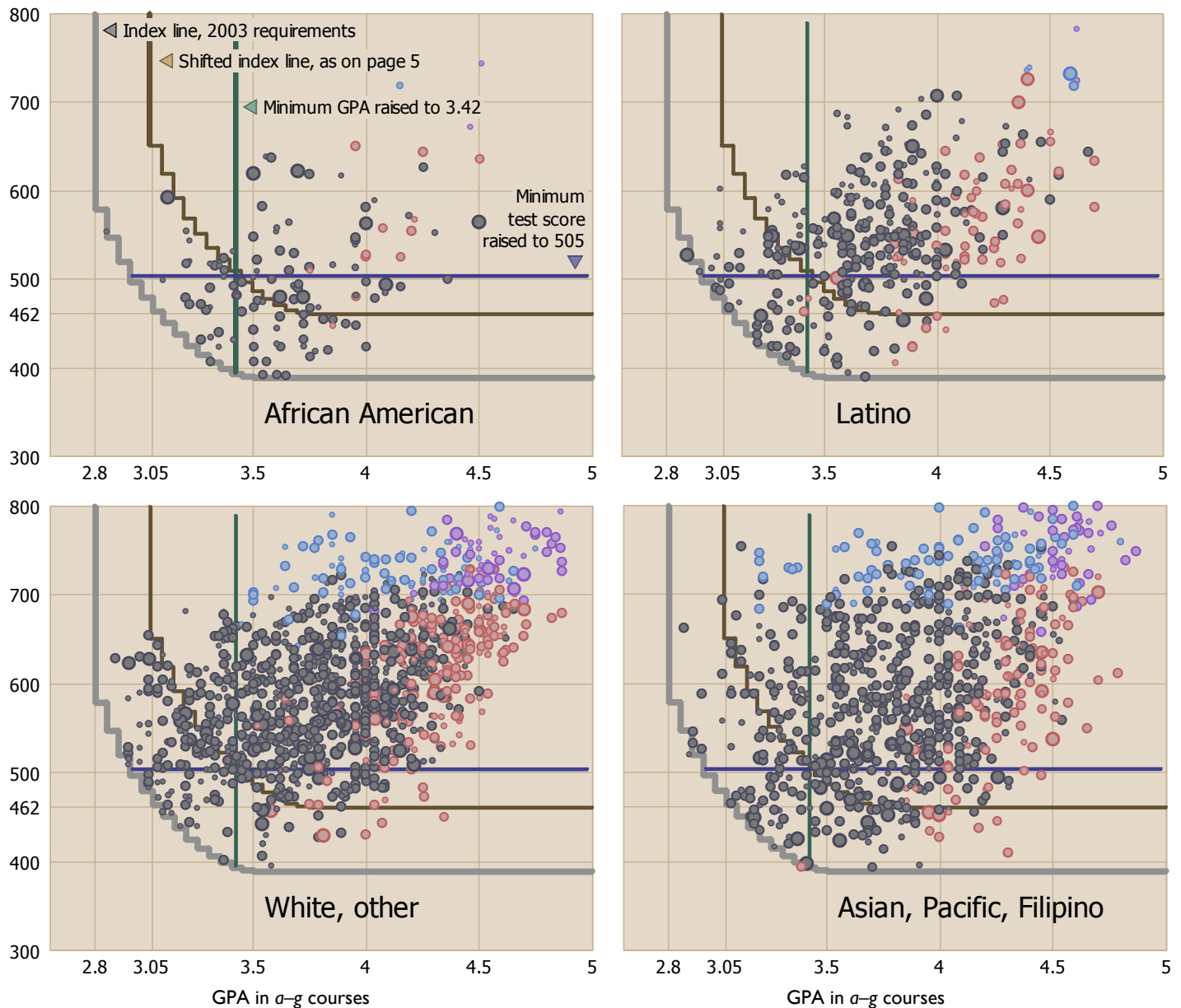
that, compared to Whites and African Americans, a higher proportion of Latinos and Asians who meet the requirements for ELC have low test scores and so are helped by the ESC program when requirements for statewide eligibility are made more stringent.

The ELC program is not particularly helpful to African Americans losing their statewide eligibility. Most of the African American graduates who are statewide eligible and also meet the requirements for ELC are well away from the floors on GPA and test scores.

Eligibility by Examination Alone has even less effect than the ELC program in allowing graduates to remain eligible. This path helps about 100 Asian graduates retain their eligibility when the floor on GPA is raised. The graph of the eligibility study data shows that, unlike other groups, there is a significant number of Asians in the sample with low GPAs but test scores in the 600–800 range. Some of these—shown by blue dots—meet the requirements for Eligible by Examination Alone, and retain their eligibility when the floor on GPA is raised.

Grades and Test Scores of Eligible Graduates

Average test score



Graphs show grade point average and average test score of graduates from the 2003 study sample who were Eligible in the Statewide Context.

Dot size is proportional to the sampling weight of each graduate in the eligibility study sample.

Graduates who are ELC but not otherwise eligible are not shown on the graphs.

- Graduate is eligible in the statewide context (ESC).
- ESC graduate who also meets the requirements to be Eligible in the Local Context (ELC).
- ESC graduate who also meets the requirements to be Eligible by Examination Alone.
- Graduate is eligible by all three paths.

Appendix: Details of Analysis

The analysis in this report was done using data collected for the Commission's 2003 University Eligibility Study. The study estimated the proportion of California public high school graduates who meet the admission requirements of the California State University (CSU) and the University of California (UC).

The Eligibility Study was conducted by selecting a sample of public high schools and asking them to provide transcripts for their 2003 graduating class. The sample consisted of 48 schools with about 16,000 graduates. Details of how the schools were sampled are in the Commission's Eligibility Study report (see *References*). UC and CSU admission staff reviewed each transcript to determine each graduate's eligibility. UC then provided the Commission with a file containing the information shown in the table, below left. The Commission estimated eligibility rates for UC from this data.

The Scenarios

The scenarios for changing eligibility requirements were based on the GPA and test score data. The Commission estimated the changes in requirements needed to bring the overall eligibility rate down to 12.5%. For the first scenario, this was done by taking the graduates who were Eligible in the Statewide Context under the 2003 requirements and using each graduate's GPA and test scores to determine whether the graduate would still be eligible when the floor on GPA was raised.

Data from the 2003 Eligibility Study

UC provided the Commission with a file containing the following information for each of the 15,872 high school graduates in the study sample.

- Whether the graduate is eligible for UC
- Whether the graduate meets the requirements to be Eligible in the Local Context (ELC)
- The reason for eligibility or ineligibility, such as whether the graduate had taken fewer than 7 of the required units in the junior and senior years.
- Number of units taken in courses meeting each of the *a–g* categories
- The graduates *best-of-pattern* GPA as calculated by UC's rules
- Scores on the ACT and SAT tests
- The graduate's ethnicity and gender
- The graduate's high school

The California State University provided a similar file with information applicable to eligibility for CSU.

Graduates who lost their statewide eligibility with this change were then checked against the requirements for ELC and Eligibility by Examination Alone to see if they could become eligible by another path. This new count of eligible graduates in the study sample was used to estimate the statewide eligibility rate. The floor on GPA was raised until the statewide rate fell to 12.5% or below.

A similar analysis was done to determine the change in GPA that has the same effect as UC's change to an all-courses GPA. This change reduced eligibility rates by 0.5 of a percentage point from the 2003 level, so the floor on GPA was raised until the eligibility rate was reduced by this amount.

The floor on test scores and the shift in the index line in the other two scenarios were estimated using a similar procedure. When the Index Line was shifted, a change of 0.1 in GPA was accompanied by a change of 30 points in the average test score needed. This means that as requirements become more stringent the index line moves to the upper left parallel to the existing 2003 Index line. This limitation maintains the tradeoff between GPA and average test score embodied in the stepped part of the existing index line.

Estimating Eligibility Rates

Eligibility rates for each of the three scenarios were estimated from the count of eligible graduates in the sample in the same way as was done in the main Eligibility Study. The results of this step in processing are shown in *Statistical Results* on page 12. The study sample was limited to comprehensive high schools, so the statistical analysis of the sample results gives eligibility rates for comprehensive high schools. The results show, for example, that when the minimum tests score is raised to 505, 13.2% of graduates remain eligible under the same path as for the 2003 requirements, 2.1% become ineligible and 0.3% graduates lose their ESC eligibility but are still eligible because they meet the requirements for ELC.

Because of the way that the schools were sampled, transcripts from some schools must be weighted more than others when processing and interpreting the results. The eligibility rates on page 12 reflect the weighting of the study sample, so will differ from averages calculated from the counts of eligible graduates under each scenario. Because of this weighting, the graphs on page 9 are plotted with symbols proportional to the sampling weight of each graduate in order to give the correct visual impression.

In the state Master Plan for Higher Education and in the Commission's past eligibility studies, eligibility rates are defined as number of eligible graduates as a percentage of graduates of comprehensive high schools, continuation high schools, and alternative high schools. Eligibility rates consistent with this definition were estimated in the same way as in the main Eligibility Study. The steps in the calculation are as follows:

1. Estimate the eligibility pool for comprehensive high schools by applying the statistical results to a count of the number of graduates of comprehensive high schools.
2. Estimate the eligibility pool for Continuation and Alternative schools by assuming the eligibility rates for these schools is 0.3 times the eligibility rates for comprehensive high schools. The reasoning behind this step is discussed in more detail in the 2003 Eligibility Study Report.
3. Find the combined eligibility pool for all schools by adding the two eligibility pools together.
4. Estimate the combined eligibility pool for all public high schools by adding the two eligibility pools together.
5. Estimate eligibility rates for all schools by dividing the combined pool by the total graduates of comprehensive high schools, continuation schools, and alternative schools.

The tables on pages 13–15 show the steps in the calculation. Continuation and Alternative schools account for a small proportion of eligible graduates, so the overall results are fairly insensitive to the assumption in step 2.

Statistical Results—Comprehensive high schools

		Estimated value (%)	Standard error	95% confidence range		Graduates in sample	Clusters
				Lower	Upper		
Minimum GPA raised to 3.42							
All ethnicities	Eligible by same path	13.5	1.4	10.6	16.3	2,695	53
	Becomes ELC	r	0.0	0.0	0.0	2	2
	Becomes eligible by exam	r	0.0	0.0	0.1	7	1
	Becomes ineligible	2.1	0.4	1.3	2.9	436	45
African American	Eligible by same path	5.7	0.8	4.1	7.4	149	29
	Becomes ELC	z	z	z	z	0	0
	Becomes eligible by exam	z	z	z	z	0	0
	Becomes ineligible	1.3	0.3	0.7	1.8	32	15
Asian, Pacific, Filipino	Eligible by same path	28.0	4.6	18.7	37.3	907	42
	Becomes ELC	r	0.0	0.0	0.1	1	1
	Becomes eligible by exam	0.3	0.3	0.0	0.8	7	1
	Becomes ineligible	4.2	1.4	1.4	6.9	140	25
Latino	Eligible by same path	6.0	0.5	5.0	7.0	371	46
	Becomes ELC	r	0.0	0.0	0.1	1	1
	Becomes eligible by exam	z	z	z	z	0	0
	Becomes ineligible	1.2	0.2	0.8	1.5	76	27
White, Middle East	Eligible by same path	15.3	1.2	12.9	17.7	1,221	47
	Becomes ELC	z	z	z	z	0	0
	Becomes eligible by exam	z	z	z	z	0	0
	Becomes ineligible	2.2	0.4	1.4	3.0	181	36
Minimum test score raised to 505							
All ethnicities	Eligible by same path	13.2	1.9	9.5	17.0	2,644	53
	Becomes ELC	0.3	0.1	0.2	0.4	59	21
	Becomes ineligible	2.1	0.2	1.7	2.6	437	44
African American	Eligible by same path	3.4	0.4	2.7	4.2	82	27
	Becomes ELC	0.1	0.0	0.0	0.2	3	3
	Becomes ineligible	3.5	0.8	1.9	5.1	96	23
Asian, Pacific, Filipino	Eligible by same path	27.0	6.8	13.3	40.7	877	42
	Becomes ELC	0.7	0.2	0.2	1.1	24	11
	Becomes ineligible	4.8	0.7	3.4	6.2	154	30
Latino	Eligible by same path	5.6	0.5	4.6	6.5	350	45
	Becomes ELC	0.2	0.1	0.1	0.4	17	11
	Becomes ineligible	1.4	0.2	1.0	1.8	81	26
White, Middle East	Eligible by same path	16.0	1.5	13.1	18.9	1,287	47
	Becomes ELC	0.2	0.1	0.1	0.4	15	11
	Becomes ineligible	1.3	0.2	1.0	1.6	100	33
Index line shifted to 3.04 minimum GPA							
All ethnicities	Eligible by same path	13.4	1.7	10.0	16.9	2,682	53
	Becomes ELC	0.2	0.0	0.1	0.2	31	15
	Becomes ineligible	2.1	0.2	1.6	2.5	427	45
African American	Eligible by same path	4.2	0.5	3.2	5.1	100	27
	Becomes ELC	r	0.0	0.0	0.1	1	1
	Becomes ineligible	2.8	0.7	1.4	4.3	80	21
Asian, Pacific, Filipino	Eligible by same path	28.0	6.1	15.7	40.2	911	42
	Becomes ELC	0.4	0.2	0.1	0.7	13	8
	Becomes ineligible	4.1	0.4	3.3	4.9	131	30
Latino	Eligible by same path	5.7	0.5	4.7	6.7	357	46
	Becomes ELC	0.1	0.1	0.0	0.3	9	6
	Becomes ineligible	1.3	0.2	1.0	1.7	82	26
White, Middle East	Eligible by same path	15.8	1.4	13.0	18.6	1,267	47
	Becomes ELC	0.1	0.0	0.0	0.2	8	6
	Becomes ineligible	1.6	0.2	1.2	2.0	127	33

The sample count was processed using PROC SURVEYMEANS in the SAS system. All categories had 50 degrees of freedom. Eligibility rates are rounded to the nearest 0.1%.

z—Estimate is zero because no graduates in the sample become eligible by this path.

r—Estimate is greater than zero, but rounds to zero.

Calculation of Eligibility Pool—Comprehensive high schools

		Percent of graduates	Standard error	Number of graduates	Standard error	95% confidence range	
						Lower	Upper
Minimum GPA raised to 3.42							
All ethnicities	Eligible by same path	13.5	1.4	41,600	4,350	32,800	50,300
	Becomes ELC	r	0.0	r	30	0	100
	Becomes eligible by exam	r	0.0	100	150	0	400
	Becomes ineligible	2.1	0.4	6,500	1,280	4,000	9,100
African American	Eligible by same path	5.7	0.8	1,200	180	900	1,600
	Becomes ELC	z	z	z	z	z	z
	Becomes eligible by exam	z	z	z	z	z	z
	Becomes ineligible	1.3	0.3	300	60	200	400
Asian, Pacific, Filipino	Eligible by same path	28.0	4.6	13,100	2,160	8,700	17,400
	Becomes ELC	r	0.0	r	20	0	100
	Becomes eligible by exam	0.3	0.3	100	120	0	400
	Becomes ineligible	4.2	1.4	2,000	640	700	3,200
Latino	Eligible by same path	6.0	0.5	6,200	510	5,200	7,200
	Becomes ELC	r	0.0	r	20	0	100
	Becomes eligible by exam	z	z	z	z	z	z
	Becomes ineligible	1.2	0.2	1,200	190	900	1,600
White, Middle East	Eligible by same path	15.3	1.2	20,100	1,590	16,900	23,300
	Becomes ELC	z	z	z	z	z	z
	Becomes eligible by exam	z	z	z	z	z	z
	Becomes ineligible	2.2	0.4	2,900	500	1,900	3,900
Minimum test score raised to 505							
All ethnicities	Eligible by same path	13.2	1.9	40,800	5,750	29,200	52,300
	Becomes ELC	0.3	0.1	900	160	600	1,200
	Becomes ineligible	2.1	0.2	6,600	700	5,200	8,000
	Becomes eligible by exam	z	z	z	z	z	z
African American	Eligible by same path	3.4	0.4	700	80	600	900
	Becomes ELC	0.1	0.0	r	10	0	0
	Becomes ineligible	3.5	0.8	800	170	400	1,100
	Becomes eligible by exam	z	z	z	z	z	z
Asian, Pacific, Filipino	Eligible by same path	27.0	6.8	12,600	3,180	6,200	19,000
	Becomes ELC	0.7	0.2	300	100	100	500
	Becomes ineligible	4.8	0.7	2,200	340	1,600	2,900
	Becomes eligible by exam	z	z	z	z	z	z
Latino	Eligible by same path	5.6	0.5	5,700	500	4,700	6,700
	Becomes ELC	0.2	0.1	200	70	100	400
	Becomes ineligible	1.4	0.2	1,400	190	1,100	1,800
	Becomes eligible by exam	z	z	z	z	z	z
White, Middle East	Eligible by same path	16.0	1.5	21,000	1,920	17,100	24,800
	Becomes ELC	0.2	0.1	300	90	100	500
	Becomes ineligible	1.3	0.2	1,700	210	1,300	2,100
	Becomes eligible by exam	z	z	z	z	z	z
Index line shifted to 3.04 minimum GPA							
All ethnicities	Eligible by same path	13.4	1.7	41,400	5,320	30,700	52,100
	Becomes ELC	0.2	0.0	500	110	300	700
	Becomes ineligible	2.1	0.2	6,300	630	5,100	7,600
	Becomes eligible by exam	z	z	z	z	z	z
African American	Eligible by same path	4.2	0.5	900	100	700	1,100
	Becomes ELC	r	0.0	r	10	0	0
	Becomes ineligible	2.8	0.7	600	150	300	900
	Becomes eligible by exam	z	z	z	z	z	z
Asian, Pacific, Filipino	Eligible by same path	28.0	6.1	13,000	2,850	7,300	18,800
	Becomes ELC	0.4	0.2	200	70	100	300
	Becomes ineligible	4.1	0.4	1,900	190	1,500	2,300
	Becomes eligible by exam	z	z	z	z	z	z
Latino	Eligible by same path	5.7	0.5	5,900	510	4,900	6,900
	Becomes ELC	0.1	0.1	100	70	0	300
	Becomes ineligible	1.3	0.2	1,400	180	1,000	1,800
	Becomes eligible by exam	z	z	z	z	z	z
White, Middle East	Eligible by same path	15.8	1.4	20,700	1,820	17,100	24,400
	Becomes ELC	0.1	0.0	200	60	0	300
	Becomes ineligible	1.6	0.2	2,100	270	1,600	2,600
	Becomes eligible by exam	z	z	z	z	z	z

When the minimum test score is raised, it is not possible for a graduate losing statewide eligibility to become Eligible by Examination Alone.

When the Index line is shifted, it is possible for a graduate losing statewide eligibility to become Eligible by Examination Alone. However, the estimate is zero because no graduates in the sample retained their eligibility in this way.

Calculation of Eligibility Pool—Continuation and Alternative high schools

		Percent of graduates	Standard error	Number of graduates	Standard error	95% confidence range	
						Lower	Upper
Minimum GPA raised to 3.42							
All ethnicities	Eligible by same path	0.4	0.2	120	55	0	220
	Becomes ELC	r	0.0	r	0	0	0
	Becomes eligible by exam	r	0.0	r	0	0	0
	Becomes ineligible	0.1	0.0	r	9	0	40
African American	Eligible by same path	0.2	0.1	r	2	0	0
	Becomes ELC	z	z	z	z	0	z
	Becomes eligible by exam	z	z	z	z	0	z
	Becomes ineligible	r	0.0	r	0	0	0
Asian, Pacific, Filipino	Eligible by same path	0.8	0.4	r	7	0	20
	Becomes ELC	r	0.0	r	0	0	0
	Becomes eligible by exam	r	0.0	r	0	0	0
	Becomes ineligible	0.1	0.1	r	1	0	0
Latino	Eligible by same path	0.2	0.1	r	10	0	40
	Becomes ELC	r	0.0	r	0	0	0
	Becomes eligible by exam	z	z	z	z	0	z
	Becomes ineligible	r	0.0	r	2	0	0
White, Middle East	Eligible by same path	0.5	0.2	60	26	0	100
	Becomes ELC	z	z	z	z	0	z
	Becomes eligible by exam	z	z	z	z	0	z
	Becomes ineligible	0.1	0.0	r	4	0	20
Minimum test score raised to 505							
All ethnicities	Eligible by same path	0.4	0.2	100	54	0	220
	Becomes ELC	r	0.0	r	1	0	0
	Becomes ineligible	0.1	0.0	r	9	0	40
African American	Eligible by same path	0.1	0.1	r	1	0	0
	Becomes ELC	r	0.0	r	0	0	0
	Becomes ineligible	0.1	0.1	r	1	0	0
Asian, Pacific, Filipino	Eligible by same path	0.8	0.4	r	7	0	20
	Becomes ELC	r	0.0	r	0	0	0
	Becomes ineligible	0.1	0.1	r	1	0	0
Latino	Eligible by same path	0.2	0.1	r	9	0	40
	Becomes ELC	r	0.0	r	0	0	0
	Becomes ineligible	r	0.0	r	2	0	0
White, Middle East	Eligible by same path	0.5	0.2	60	28	0	120
	Becomes ELC	r	0.0	r	0	0	0
	Becomes ineligible	r	0.0	r	2	0	0
Index line shifted to 3.04 minimum GPA							
All ethnicities	Eligible by same path	0.4	0.2	120	55	0	220
	Becomes ELC	r	0.0	r	1	0	0
	Becomes ineligible	0.1	0.0	r	8	0	40
African American	Eligible by same path	0.1	0.1	r	2	0	0
	Becomes ELC	r	0.0	r	0	0	0
	Becomes ineligible	0.1	0.0	r	1	0	0
Asian, Pacific, Filipino	Eligible by same path	0.8	0.4	r	7	0	20
	Becomes ELC	r	0.0	r	0	0	0
	Becomes ineligible	0.1	0.1	r	1	0	0
Latino	Eligible by same path	0.2	0.1	r	9	0	40
	Becomes ELC	r	0.0	r	0	0	0
	Becomes ineligible	r	0.0	r	2	0	0
White, Middle East	Eligible by same path	0.5	0.2	60	27	0	100
	Becomes ELC	r	0.0	r	0	0	0
	Becomes ineligible	r	0.0	r	3	0	20

The standard error of eligibility rates for continuation and alternative schools is taken as being half of the estimated eligibility rate, which gives a lower 95% confidence limit of zero.

Calculation of Eligibility Rates—All high schools

		Percent of graduates	Standard error	Number of graduates	Standard error	95% confidence range	
						Lower	Upper
Minimum GPA raised to 3.42							
All ethnicities	Eligible by same path	12.4	1.3	41,700	4,350	33,000	50,400
	Becomes ELC	r	0.0	r	30	0	100
	Becomes eligible by exam	r	0.0	100	150	0	400
	Becomes ineligible	1.9	0.4	6,500	1,280	4,000	9,100
African American	Eligible by same path	5.0	0.8	1,200	180	800	1,600
	Becomes ELC	z	z	z	z	0	z
	Becomes eligible by exam	z	z	z	z	0	z
	Becomes ineligible	1.2	0.3	300	60	200	400
Asian, Pacific, Filipino	Eligible by same path	27.1	4.5	13,100	2,160	8,800	17,400
	Becomes ELC	r	0.0	r	20	0	0
	Becomes eligible by exam	0.2	0.3	100	120	0	300
	Becomes ineligible	4.1	1.3	2,000	640	700	3,300
Latino	Eligible by same path	5.4	0.5	6,200	510	5,200	7,200
	Becomes ELC	r	0.0	r	20	0	0
	Becomes eligible by exam	z	z	z	z	0	z
	Becomes ineligible	1.0	0.2	1,200	190	800	1,600
White, Middle East	Eligible by same path	14.1	1.1	20,200	1,590	17,000	23,300
	Becomes ELC	z	z	z	z	0	z
	Becomes eligible by exam	z	z	z	z	0	z
	Becomes ineligible	2.0	0.4	2,900	500	1,900	3,900
Minimum test score raised to 505							
All ethnicities	Eligible by same path	12.2	1.7	40,900	5,750	29,400	52,400
	Becomes ELC	0.3	0.1	900	160	600	1,200
	Becomes ineligible	2.0	0.2	6,600	700	5,200	8,000
African American	Eligible by same path	2.9	0.3	700	80	500	900
	Becomes ELC	r	0.0	r	10	0	0
	Becomes ineligible	3.3	0.7	800	170	500	1,100
Asian, Pacific, Filipino	Eligible by same path	26.0	6.6	12,600	3,180	6,300	19,000
	Becomes ELC	0.6	0.2	300	100	100	500
	Becomes ineligible	4.5	0.7	2,200	340	1,500	2,900
Latino	Eligible by same path	5.0	0.4	5,700	500	4,700	6,700
	Becomes ELC	0.2	0.1	200	70	100	300
	Becomes ineligible	1.2	0.2	1,400	190	1,000	1,800
White, Middle East	Eligible by same path	14.8	1.3	21,100	1,920	17,200	24,900
	Becomes ELC	0.2	0.1	300	90	100	500
	Becomes ineligible	1.2	0.2	1,700	210	1,300	2,100
Index line shifted to 3.04 minimum GPA							
All ethnicities	Eligible by same path	12.4	1.6	41,500	5,320	30,900	52,200
	Becomes ELC	0.1	0.0	500	110	300	700
	Becomes ineligible	1.9	0.2	6,300	630	5,100	7,600
African American	Eligible by same path	3.7	0.4	900	100	700	1,100
	Becomes ELC	r	0.0	r	10	0	0
	Becomes ineligible	2.5	0.6	600	150	300	900
Asian, Pacific, Filipino	Eligible by same path	26.9	5.9	13,000	2,850	7,300	18,700
	Becomes ELC	0.4	0.1	200	70	100	300
	Becomes ineligible	3.9	0.4	1,900	190	1,500	2,300
Latino	Eligible by same path	5.2	0.5	5,900	510	4,900	6,900
	Becomes ELC	0.1	0.1	100	70	0	200
	Becomes ineligible	1.2	0.2	1,400	180	1,000	1,800
White, Middle East	Eligible by same path	14.6	1.3	20,800	1,820	17,100	24,400
	Becomes ELC	0.1	0.0	200	60	100	300
	Becomes ineligible	1.5	0.2	2,100	270	1,600	2,600

Number of graduates affected is rounded to the nearest 100.

z—Estimate is zero because no graduates in the sample become eligible by this path.

r—Estimate is greater than zero, but rounds to zero.

References

- California Department of Education. *A Master Plan for Higher Education in California, 1960–1975*. 1960
- California Postsecondary Education Commission. *University Eligibility Study for the Class of 2003*. May 2004.
- University of California, Academic Senate. Recommendations for adjustments to University of California Freshmen Eligibility Requirements. June 30, 2004

See www.cpec.ca.gov/eligibility for links to these reports

Recent Commission Publications

- Commission Review of New Academic Programs Proposed by the Public Higher Education Systems, 2002 to 2004. June 2004.
- Commission Review of a Proposal by Riverside Community College District to Convert the Moreno Valley Educational Center to a Full-Service Community College Campus. March 2004.
- Commission Review of a Proposal by Riverside Community College District to Convert the Norco Educational Center to College Status. March 2004.
- Information Collection and Dissemination Program. May 2004.
- Planning and Coordinating the Development of California's Campuses: The Commission's Role in the Review of New University Campuses, Community Colleges, and Educational Centers. June 2004.
- State Licensure versus Accreditation of Proprietary Schools and Colleges: A Review and Comparison of Roles and Functions. March 2004.
- Student Access, Institutional Capacity, and Public Higher Education Enrollment Demand, 2003-2013. June 2004.
- The Role and Function of the California Postsecondary Education Commission. April 2004.
- University Eligibility Study for the Class of 2003—Fact sheet. May 2004.